

## Carolina Forest Elementary

285 Carolina Forest Blvd.

Myrtle Beach, SC 29579

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,053 Students	
<b>Principal</b>	Melissa Spearman	843-236-0001
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	42	10	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

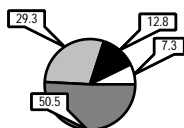
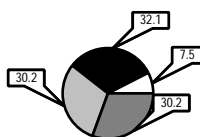
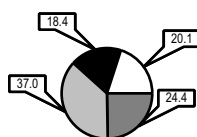
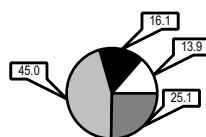
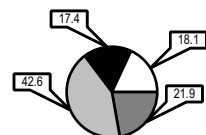
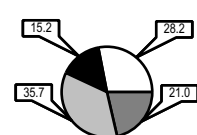
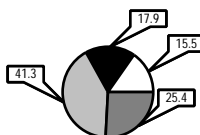
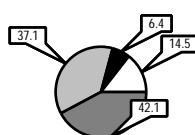
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

87.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	519	98.8	7.1	29.4	50.6	12.9	71.9	Yes	Yes
<b>Gender</b>									
Male	260	98.5	9.5	32.9	48.1	9.5	64.9		
Female	259	99.2	4.7	26.0	53.2	16.2	78.7		
<b>Racial/Ethnic Group</b>									
White	421	99.5	5.2	28.3	51.7	14.8	75.3	Yes	Yes
African American	47	93.6	25.6	33.3	41.0	0.0	43.6	I/S	Yes
Asian/Pacific Islander	14	100.0	7.7	23.1	61.5	7.7	69.2	I/S	I/S
Hispanic	23	95.7	11.8	41.2	47.1	0.0	58.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	455	98.9	6.1	24.4	55.0	14.4	77.3		
Disabled	64	98.4	14.0	64.9	19.3	1.8	33.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	519	98.8	7.1	29.4	50.6	12.9	71.9		
<b>English Proficiency</b>									
Limited English Proficient	18	94.4	23.1	53.8	23.1	0.0	53.8	I/S	I/S
Non-Limited English Proficient	501	99.0	6.6	28.7	51.4	13.2	72.4		
<b>Socio-Economic Status</b>									
Subsidized meals	187	96.8	12.4	35.4	46.0	6.2	62.7	Yes	Yes
Full-pay meals	332	100.0	4.3	26.2	53.1	16.4	76.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	519	99.4	7.5	30.2	30.2	32.1	75.2	Yes	Yes
<b>Gender</b>									
Male	260	99.2	6.5	33.6	28.4	31.5	74.6		
Female	259	99.6	8.5	26.8	31.9	32.8	75.7		
<b>Racial/Ethnic Group</b>									
White	421	99.8	5.2	28.2	31.6	35.0	80.3	Yes	Yes
African American	47	95.7	30.8	46.2	12.8	10.3	30.8	I/S	Yes
Asian/Pacific Islander	14	100.0	7.7	23.1	23.1	46.2	76.9	I/S	I/S
Hispanic	23	100.0	11.8	47.1	41.2	0.0	52.9	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	455	99.3	3.9	28.5	32.2	35.4	80.7		
Disabled	64	100.0	33.3	42.1	15.8	8.8	35.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	519	99.4	7.5	30.2	30.2	32.1	75.2		
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	23.1	61.5	15.4	0.0	23.1	I/S	I/S
Non-Limited English Proficient	501	99.4	7.0	29.3	30.6	33.0	76.7		
<b>Socio-Economic Status</b>									
Subsidized meals	187	98.4	13.0	38.9	25.9	22.2	63.0	Yes	Yes
Full-pay meals	332	100.0	4.6	25.6	32.5	37.4	81.6		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	519	99.0	20.1	37.0	24.4	18.4	42.8
<b>Gender</b>							
Male	260	98.5	20.3	36.6	24.1	19.0	43.1
Female	259	99.6	20.0	37.4	24.7	17.9	42.6
<b>Racial/Ethnic Group</b>							
White	421	99.5	17.1	36.5	27.2	19.2	46.4
African American	47	95.7	48.7	46.2	5.1	0.0	5.1
Asian/Pacific Islander	14	100.0	23.1	0.0	30.8	46.2	76.9
Hispanic	23	95.7	29.4	52.9	11.8	5.9	17.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	455	99.1	15.1	37.8	26.3	20.7	47.1
Disabled	64	98.4	56.1	31.6	10.5	1.8	12.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	519	99.0	20.1	37.0	24.4	18.4	42.8
<b>English Proficiency</b>							
Limited English Proficient	18	94.4	38.5	53.8	7.7	0.0	7.7
Non-Limited English Proficient	501	99.2	19.6	36.6	24.9	18.9	43.8
<b>Socio-Economic Status</b>							
Subsidized meals	187	97.3	27.8	42.6	17.9	11.7	29.6
Full-pay meals	332	100.0	16.1	34.1	27.9	22.0	49.8

<b>Social Studies</b>							
All Students	519	99.0	13.9	45.0	25.1	16.1	41.1
<b>Gender</b>							
Male	260	98.5	15.1	40.5	27.6	16.8	44.4
Female	259	99.6	12.8	49.4	22.6	15.3	37.9
<b>Racial/Ethnic Group</b>							
White	421	99.5	11.1	44.3	27.5	17.1	44.6
African American	47	95.7	41.0	48.7	7.7	2.6	10.3
Asian/Pacific Islander	14	100.0	7.7	46.2	23.1	23.1	46.2
Hispanic	23	95.7	23.5	64.7	11.8	0.0	11.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	455	99.1	10.2	45.1	26.8	17.8	44.6
Disabled	64	98.4	40.4	43.9	12.3	3.5	15.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	519	99.0	13.9	45.0	25.1	16.1	41.1
<b>English Proficiency</b>							
Limited English Proficient	18	94.4	15.4	69.2	15.4	0.0	15.4
Non-Limited English Proficient	501	99.2	13.9	44.3	25.3	16.5	41.9
<b>Socio-Economic Status</b>							
Subsidized meals	187	97.3	22.2	46.9	20.4	10.5	30.9
Full-pay meals	332	100.0	9.5	43.9	27.5	19.0	46.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	168	100.0	1.2	20.6	45.5	32.7	78.2
	4	155	100.0	8.8	35.8	45.9	9.5	55.4
	5	186	99.5	6.6	48.6	39.2	5.5	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	165	99.4	4.8	19.2	52.7	23.3	76.0
	4	192	100.0	7.4	27.4	54.3	10.9	65.1
	5	162	96.9	9.1	42.0	44.1	4.9	49.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	168	100.0	9.1	38.2	29.1	23.6	52.7
	4	155	100.0	6.1	39.2	25.0	29.7	54.7
	5	186	99.5	10.5	31.5	27.6	30.4	58.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	165	99.4	11.6	32.2	30.1	26.0	56.2
	4	192	100.0	6.9	27.4	34.9	30.9	65.7
	5	162	98.8	4.2	31.3	24.3	40.3	64.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	165	98.8	24.0	41.8	21.9	12.3	34.2
	4	192	100.0	17.7	38.3	25.7	18.3	44.0
	5	162	98.2	18.8	31.3	25.0	25.0	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	165	98.8	10.3	39.0	21.2	29.5	50.7
	4	192	100.0	13.1	48.6	29.7	8.6	38.3
	5	162	98.2	18.1	47.2	22.9	11.8	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,053)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.8%	Down from 2.1%	2.2%	3.0%
Attendance rate	96.1%	No change	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%	Down from 3.4%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%	Down from 3.7%	2.0%	3.2%
Eligible for gifted and talented	31.0%	Up from 28.2%	20.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Down from 6.7%	7.2%	8.2%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 65)</b>				
Teachers with advanced degrees	47.7%	Down from 49.2%	55.1%	52.6%
Continuing contract teachers	73.8%	Down from 85.2%	86.6%	83.3%
Highly qualified teachers	81.4%	Down from 95.6%	94.6%	93.5%
Teachers with emergency or provisional certificates	3.8%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 86.1%	87.4%	87.0%
Teacher attendance rate	94.6%	Down from 95.1%	95.5%	95.0%
Average teacher salary	\$44,522	Up 5.7%	\$42,969	\$41,703
Prof. development days/teacher	14.5 days	Up from 13.4 days	11.8 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.8 to 1	20.2 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 90.9%	90.8%	89.8%
Dollars spent per pupil*	\$5,594	Down 1.5%	\$5,794	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 67.5%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-2005 school year was another successful year at Carolina Forest Elementary School. Our school was awarded the No Child Left Behind-Blue Ribbon Schools Award. Members of our staff attended the awards ceremony in Washington, DC. We were also awarded the Palmetto Gold Award for our PACT scores from the State Department of Education and Horry County Schools. Our students again exceeded the performance goals set by Horry County Schools. Celebrations were held to recognize the students' achievements in academics, attendance and character development.

Our teachers and support staff were also successful. We continued to make progress towards our performance goals in our strategic plan. Our staff participated in professional development focusing on instructional strategies to improve student achievement in reading and mathematics. A computer assessment program was again utilized to help improve instruction and measure student progress. Teachers collaborated at grade levels and across grade levels to plan standards-based instruction. Many teachers participated in graduate coursework to advance their degrees. Brian Moss was selected as Teacher of the Year. Dr. Tim Peterman and his Taiko Drum Ensemble performed at the NASA Pre-Service Teacher Conference in Washington, DC.

The hard work and dedication of our parents and volunteers, as well as our outstanding community support, enhanced the mission of the school. Proceeds from our annual Founder's Day celebration were used to enhance our Fine Arts Department and to purchase SMART boards for classroom instruction. A record number of volunteers worked to support our instructional programs.

During the 2005-2006 school year, we will work with our parents, community members and School Improvement Council to provide opportunities for our students to excel academically and participate in extracurricular activities. We look forward to another great year as we continue to meet the needs of all children.

Melissa Spearman, Principal  
Katie Dierkschiede, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	58	138	100
<b>Percent satisfied with learning environment</b>	98.3%	91.2%	91.9%
<b>Percent satisfied with social and physical environment</b>	100.0%	89.1%	92.0%
<b>Percent satisfied with school-home relations</b>	100.0%	92.0%	74.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.